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ABSTRACT

The handbook's purpose is to improve recruiting methods for adult basic education (ABE) programs and is the outcome of an Iowa project that solicited responses from ABE coordinators in two questionnaires. The information is organized around major topics. Each topic is followed by possible solutions, implications, and a summary. Various recruiting methods, with special emphasis on the use of mass media, are discussed. The role of the professional recruiter is examined, considering selection criteria, a job description, qualifications, and training. Recruiting problems specifically related to urban and rural communities are also discussed. Retention of ABE students is one problem common to both urban and rural areas. Iowa's referral system is described and the addresses and telephone numbers of institutions offering ABE classes is provided. The questionnaire used in the study is appended. (SD)

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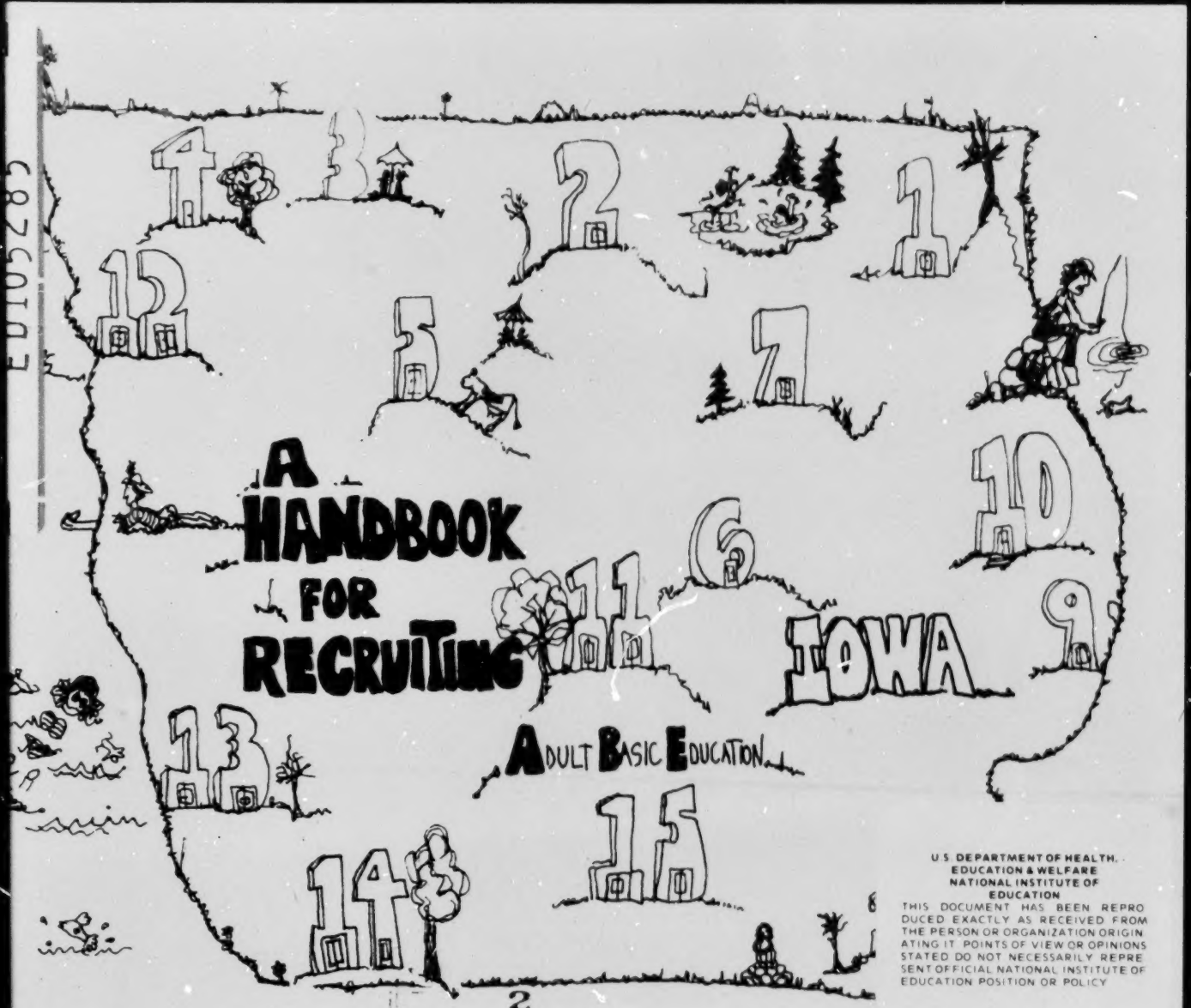


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## PREFACE

This handbook is the outcome of a project which the Iowa Department of Public Instruction and the ABE Coordinators in the state developed as an aid to the ABE program in Iowa. All of us have recruiting techniques which we use; however, no one had actually written them down in an organized format which could be shared. To accomplish this project, each ABE Coordinator was sent two questionnaires requesting various types of information. The following pages are a composite of their responses.

The committee who undertook the responsibility of organizing, writing and editing the handbook are:

Willis Dobbins -- Des Moines Area Community College, Ankeny
David Harms -- Northeast Iowa Vocational-Technical School, Dubuque
Ruth Ann Sandrock -- Southeastern Community College, West Burlington
Jane B. Sellen -- Western Iowa Tech, Sioux City

## FOREWARD

Since the beginning of the Adult Basic Education program, many individuals have been given an additional opportunity to attend ABE classes. This has made it possible for that individual to gain personal satisfaction, to improve his general attitude, to acquire academic achievement for the first time, to improve his social standing in the community and among his friends, and to experience an improvement in his own dignity and self-respect. The primary goal may have been attained in his becoming employed, or in upgrading his present employment as well as in self-satisfaction.

Not only has there been much change and improvement in the student, but there have been many hours of enjoyment expressed by the teacher in the satisfaction of teaching and working in these classes. Iowa has countless more students that could benefit from the ABE program.

IOWA HANDBOOK FOR RECRUITMENT

HANDBOOK OUTLINE

The following is an explanation of the outline which has been used in the writing of this handbook.

TOPIC: Major area of concern

POSSIBLE SOLUTIONS: Ideas that have worked in Iowa or ideas that might be worth trying.

IMPLICATIONS: Strengths and weaknesses of the possible solutions.

SUMMARY: Each section is either summarized by point or by section.

BLANK SPACE: Space has been left at the bottom of each page so that you may add your own notes, as you make personal use of this handbook.

METHODS OF RECRUITMENT

Special consideration goes to Ken Russell, Chief Adult Education Section, Department of Public Instruction who supported our efforts; Don McGuire, Supervisor, Adult Education Section, Department of Public Instruction who worked with and guided us through this project; Nick Bellizzi, Gene Gardner, Lowell Hewitt and Robert Rice, Adult Education Directors of the committees' respective schools who have graciously given us time away from our regular duties to complete this project; Don Bell, Coordinator Adult Education, Des Moines Area Community College and the Commercial Art Department students at the college who designed the cover and illustrations; and to the ABE Coordinators in Iowa who responded with the information which made this handbook possible.

Ruth Ann Sandrock, Handbook Editor
Southeastern Community College
West Burlington, Iowa
June 1974

These many phases of ABE are very important. However, it is necessary to get the student to class before he can take advantage of the opportunity offered. Recruitment has become increasingly important to the total program. More effective methods must be employed if enrollment is to be increased.

This handbook is the result of many years of working with the undereducated adult and views of the success of many individuals involved in Iowa.

This information is assembled to aid those now working in the program and those new to the program. It includes items that will help in recruitment and in meeting the needs of those less fortunate.

It is our intent that the ABE program will be made available to all adults 16 years of age and older who can take advantage of it.

We believe that this book will illustrate many ways to improve recruitment efforts in our endeavor to reach the undereducated adult.

Ken Russell
Chief, Adult Education
State of Iowa

USE OF MASS MEDIA IN RECRUITMENT

Topic: Newspapers

Possible Solutions: Feature stories on class activities. Ask someone from newspaper to be on advisory committee. Get to know (in person) the newspaper people. Submit success stories with pictures. Make a variety of presentations. Use the words in cooperation with whenever applicable. If money is available, buy ads. Promote local classes.

Implications: Without money to invest in some advertising, it may be difficult to receive free publicity. Unless a story is extremely well written and relevant, it will not sell newspapers.

Topic: Tabloids

Possible Solutions: Distribute throughout the area in newspapers, to business and industry, community agencies, etc. Mail to each home in the district before each semester. Class times and locations should be listed. Give the reader a choice in words such as: 'to enroll, to find out more, or for further information.'

Implications: In a large tabloid, there is always the danger that ABE will get lost among all promotions. Avoid being too wordy and uninteresting.

Topic: Advertising Throw-aways, Flyers, Pamphlets

Possible Solutions: Leave with any agency, business, etc. who will help promote the programs; grocery stores, department stores, laundromats, post office, car washes, taverns, barber shops, parking lots of industries, Welcome Wagon, etc. Send home with school children. Distribute at athletic events. Distribute door-to-door.

Implications: Some people do not bother to distribute material. There exists the problem of motivating people to read the material. Write it well and keep it short, simple, and attractive. Contact key people personally and do not distribute anything without permission from the proper people.

Topic: Radio and TV

Possible Solutions: Use personal appearances, especially in commercials to make the invitation more meaningful. Stretch advertising over a two or three week period. Use public service time when available. Know whom to contact. Submit news items. Try a weekly show. Use student testimonials.

Implications: Proper use can effectively keep ABE before the public, especially informative to the non-reader.

Topic: Telephone

Possible Solutions: Contact prospective students and do follow-up. Phone calls should be succeeded by personal visit whenever possible. Students should also have the instructor's number to call for various reasons--absences, personal problems, etc.

Implications: The phone is better than a letter, but not as good as a personal visit. Positive concern over the phone will get results, but phony calls will backfire. Calling to ask how a student is when really only interested in body count will eventually be fatal. Students are not always available or easy to reach by phone.

Topic: Admissions and Public Relations Departments

Possible Solutions: Use to promote special events, to take pictures, and to provide coverage in school newspaper. Include ABE in slide, film and talk presentations. Keep staff informed of ABE and distribute information to all divisions. Admissions should refer potential students.

Implications: Some of these departments may feel they are too busy; Adult Education should take the initiative and ask for help.

Summary: Adult Basic Education has a service to offer and one of the best ways to get the message before the public, is to use all the various forms of the media. Be good to the media people. Use but do not abuse. If possible have the media represented on committees.

And by all means, do not forget to send "Thank-you" notes when appropriate.

USE OF OTHER RECRUITING TECHNIQUES

Topic: This item covers a multitude of additional comments and ideas you may or may not want to utilize in your particular recruiting situation.

1. Encourage social activities such as graduation parties, field trips, informal parties with former students, etc.
2. Send birthday and Christmas cards, etc.
3. Display bulletin board of success stories.
4. Survey households if money available.
5. Encourage, praise, and reward the supporters of Adult Education.
6. In promoting relate ABE to vocational and career goals.
7. Locate class in familiar setting to students.
8. Prepare ABE placemats to be used in restaurants.
9. Encourage employers to promote further education for their employees.

10. Send letter to those GED students who tested and did not complete and those who tested and failed.
11. Support and reinforce all student needs, not just the educational ones.
12. Stuffers sent through mailings of ADC, Social Security, utility companies.
13. Letters to editors written by successful students.
14. Invite friends to "exit party" (after completion of GED).
15. Send formal invitation printed by a printing company to non-attending and prospective students to attend ABE class.
16. Booth set up in shopping centers, county fairs, or special days like "Crazy Days". Sign on booth might read "Discover Your Reading Level. Free. Confidential". Give a short reading test, such as California Test of Basic Skills.

USE OF VARIOUS RECRUITERS

Topic: Counselor/Outreach worker

Possible Solutions: Must know all functions and policies of the school. Be armed with city or local map, brochures and flyers. Be outgoing, warm, and sincere with a genuine desire to help people. Refer clients to the proper class. Get acquainted personally.

Implications: If Coordinator/Director does not express interest and meet regularly with them, do not expect referrals. Recontact frequently. Close contact allows counselor/outreach worker to know you are truly interested.

Topic: Professional Recruiter

Possible Solutions: Hire a person experienced in ABE for each large town or area. Use person from community in which recruiting is being done. Use person from another agency. Pay by the hour with commission after certain quota is reached.

Implications: Person must be knowlegeable about approaching people; however there may be a tendency to become more interested in quota than in people. Possible conflict of authority, time, money when using outside agency personnel.

Topic: Para-Professional

Possible Solutions: A potentially valuable person to use in helping people get ahead. Has experienced problems that would stand in the way of success.

Implications: May not be as interested without some type of compensation for time and effort involved. Consider some incentive pay.

Topic: Current Students

Possible Solutions: Encourage students to bring others to class. Ask them to distribute information in their neighborhood, where they work, etc. Students know others who need help. They are now over initial fears and can encourage others.

Implications: Financial reimbursement might be made available for student recruiters. Satisfied students are good promoters.

Topic: Public and Private School Personnel

Possible Solutions: Keep school personnel informed of ABE and GED programs and policies. Inform counselors and administrators of alternative programs. Visit with them in person. Promote ABE at Open House.

Implications: Maintain proper communication and contact. May find hesitancy on part of the school to accept alternative programs. School personnel are in contact with a large segment of the target population.

Summary: All of those enumerated in this section are excellent resources for purposes of referrals in the recruitment of students. Those making use of these resources must remember to express strong interest and involvement themselves, keep in close contact with recruiters, and provide financial reimbursement when possible.

USE OF FEDERAL, STATE AND LOCAL AGENCIES OR ORGANIZATIONS

Topic: Military or Veterans Administration

Possible Solutions: Potentially in contact with people in target areas.

Implications: There is a possibility of pushing people too far too fast in order to meet quotas and goals, however will be able to furnish some evaluative results.

Topic: OEO or Community Action Program

Possible Solutions: Helpful in recruitment.

Implications: Target area is the low income family who are generally undereducated.

Topic: Social Services (Welfare, Win)

Possible Solutions: Excellent source of referral.

1. Keep constantly informed of ABE opportunities.
2. Ask for support and encouragement of clients.
3. Should develop handbook of programs for social workers to use.
4. Invite to Open House and other special events or occasions.

Implications: Have been known to enlist former welfare recipients who have grown corrupt through their knowledge of how to use the welfare system.

Topic: Rehabilitation Education and Services Branch (Voc. Rehab.)

Possible Solutions: Currently in close contact with people in target population.

Implications: Communications may prove to be a problem.

Topic: Parole Commission

Possible Solutions: In contact with those in target population.

Implications: Sometimes present only the negative views. Commission is usually alert to ABE offerings. Clients may be under pressure because of parole time factors.

Topic: Penitentiary and Training Schools

Possible Solutions: Might be a captive audience.

Implications: Should provide referrals. Offer either "in house" programs or enrollment in existing classes away from the site.

Topic: Law Enforcement Agencies (Police Department, County-City Jail, Probation Office)

Possible Solutions: Can provide names of people in target areas.

Implications: Those agencies deal with the [illegible]tal personality. May be prone to give only negative views since they have dealt with so many problem cases.

Topic: Health Services (Visiting Nurses, Homemaker Home Health Aides, Mental Health Center, County Health Center)

Possible Solutions: Active and continuing contact with people in target population.

Implications: Generally they have done good job of screening clients. Provide group counseling sessions, referrals, job placement and follow-up.

Topic: Ministerial Association

Possible Solutions: Meet with clergy groups.

Implications: In urban areas may be reluctant to get involved.

Topic: Service Clubs and Civic Organizations

Possible Solutions: Present ABE to any organizations that will listen. Encourage clubs to spread word. Some clubs are interested in providing funds for students who need help in tuition-type courses. Organize speakers bureau and special films.

Implications: Excellent way to keep community informed.

Topic: Community Services (Goodwill, Drug Abuse Councils, Salvation Army, Halfway Houses, Hospitals, County Homes, Settlement Houses, Sheltered Workshops, YWCA, YMCA)

Possible Solutions: Use all these contacts cooperatively in setting up classes, for exchanging information, and in other ways.

Implications: Agencies may be overly interested in statistics. Agencies are useful for referral, co-sponsorship of classes, sharing of space and funds.

Summary: The use of Federal, State and Local agencies or organizations should be utilized to a great extent in recruiting clients who seek to improve academic skills and/or complete high school. Generally agencies make referrals and have some evaluative material of clients on hand. Every effort should be made to become familiar with these previously listed agencies so that recruitment and referrals can be made.

THE PROFESSIONAL RECRUITER

Topic: The Recruiter

Since ABE programs have been in existence for some time, it has become clear that those who were waiting for the opportunity for further education have been served. Those who can be easily persuaded to attend ABE classes have been enrolled. Now the question has arisen as to how to reach the indifferent and resistant undereducated. Hired recruiters may be the only long-range solution to this problem.

Possible Solutions: 1. Teachers as recruiters. In many ways the qualifications for recruiter and instructor are synonymous. The teacher has a need to have an adequate size class enrollment in order to teach. In some areas the teacher is assigned to recruit a class in order to start one. Then it is incumbent upon the teacher to continue recruiting in order to maintain his/her job.

2. VISTA or CAP agency as recruiters. Personnel assigned to other agencies can on occasion be incorporated into the ABE recruitment program. The funds necessary to maintain these recruiters come from other sources. It is to the advantage of ABE to work out agreements with these agencies when possible.

3. School personnel as recruiters. In smaller communities principals, counselors and teachers in the school systems are clearly aware of those who did not complete school or where there are families whose general educational achievement is lacking. In larger school systems those persons are still the ones in contact with educational problems and can make referral to the ABE program. Recruitment may involve several persons being in contact with the potential student.

4. Social agencies are recruiters. Each contact person in an agency has the potential for recruitment of ABE students. It is important each agency be kept informed of the availability of ABE classes and reminded and thanked for their continued cooperation. Employment offices and social services are in the forefront of contact points in this respect.

Implications: The community itself must be kept alert to the existence of ABE classes so that possible ABE recruits may be referred to a class. It is sometimes difficult to be sure that those who had found a potential recruit inform the ABE program itself. Keeping good records of those who have been referred to ABE, but have not actually enrolled is desirable. Responsibility for recruitment must be shared by a network of those who come in contact with the disadvantaged. But one person in a community or area who is charged with recruitment should be able to more nearly follow through. Potential recruits may be identified. It will be the major task of the recruiter to get them actually enrolled in the class.

Topic: What Kind Of Person Makes A Good Recruiter?

Possible Solutions: 1. The teacher as a recruiter has been listed previously. The teacher has a vested interest in recruitment but as a teacher he/she has been hired because of concern for the undereducated. Terms commonly applied to the teacher also apply to a recruiter; understanding, compassionate, concerned, empathetic.

2. Former students may be used as recruiters. These students have been through the program. They know what it's like to have been undereducated and that it is possible to do something about it. They have experienced the fears and the successes and can sell the program. Former students often know others who are in need of the ABE classes.

Implications: It is as important to choose the right person for recruitment as for any other part of the ABE program. Personality qualifications of enthusiasm and empathy are of paramount importance. High educational attainment seems to be a lesser consideration.

Topic: Job Description For A Recruiter

The specifics of the recruitment task will vary from school to school. Each situation will call for a job description designed to cover that situation.

Possible Solutions: The following job description used in one school is included as the basis for developing a job description suitable for a different assignment.

SAMPLE JOB DESCRIPTION: (RECRUITER)

A. Scope of Responsibility:
- Area-Wide or community in which the program is being conducted.

B. Specific Responsibilities:
- Contact community agencies and explain the program.
- Request agency assistance in securing names of persons who are eligible or might be interested in the program.
- Keep source of names in strict confidence, if agency requests it.
- Send letters and brochures to potential enrollees.
- Telephone those receiving letters.
- Make home visits to those who so request or to those who do not have telephones.
- Keep a card file on each person.
- Follow-up call by recruiter after instructors report on persons who did not enroll in class.

- Turn in written report on calls made and time involved once a month.

C. Salary:
   1. Hourly rate - ?
   2. Mileage - ?

Implications: The question of hourly rate, hours per week and mileage reimbursement are variables. Funds available and the potential of the area are involved. Mileage outside or in a large community should be considered. Recruiting appears to be a part-time assignment except in the largest urban areas. The hourly rate seems to vary from $2.50 per hour to $5.50 per hour with hours per week specified or limited in some cases. Some schools pay a recruitment stipend for a class started. There seems to be no pattern or standard for paying recruiters. Perhaps as paid recuriters become a part of our programs a pattern will become apparent.

Topic: Training The Recruiter

Possible Solutions:

1. The teacher as recruiter is aware of the program and hopefully is thoroughly knowledgeable about the special problems of the undereducated.
2. The paid recruiter should become familiar with each classroom situation, known or potential for which he/she is recruiting. The recruiter should know the statistics of the undereducated in the area. The recruiter must know what agencies are available for contact and for referral for problems discovered in the recruiting process. The recruiter must be familiar with the area and comfortable with the people.

3. View and discuss Iowa ABE Teacher Training film.
4. Study local and state handbook on ABE and materials about the school which employs the recruiter.
5. Refer to Rural and Urban Recruiting sections for more tips on training.

Implications: A recruiter who is not solidly grounded in the philosophy of ABE will not have the care or concern necessary to be a successful recruiter. Commitment to ABE as a positive force is an essential ingredient in the recruiter's portfolio. The right person as a recruiter can be an invaluable aid; the wrong person can be disastrous to the program.

Summary: Paid recruiters are becoming an integral part of ABE programs across the state. The job descriptions vary with the area served and the need determined. The person who sells ABE, however, must be sold on the program and understand the problems of the undereducated adult.

RURAL AND URBAN RECRUITING

RURAL RECRUITING PROBLEMS

Topic: Identifying And Making The Initial Contact With Persons Who Need ABE

Possible Solutions: 1. Sell the public school superintendent on the ABE program and then write an open letter to the residents of that community about ABE. If the school district sends out a weekly newsletter the superintendent can make a statement about the program and attach your letter. Prospective students are directed to call him or you.

2. Contact Social Services, Employment Office and Community Action Program personnel, the best sources in the search for prospective students.

3. Conduct a house-to-house survey of family educational needs and desires.

4. Get names from your general adult class list.

5. See Urban Recruiting.

Implications: The superintendent usually knows all of the families in his district. If he has good rapport with them, he can be very influential in encouraging them to join a class. Some area high schools have gone through their lists of dropouts for the last 10 years to assist in locating potential students.

Topic: Establishing A Need For ABE

Possible Solutions: 1. Individuals who are self-employed, or who are not denied a job or promotion because of their educational status, may be approached through telling them they might consider attending for their own personal satisfaction.

2. Adults should consider the benefit that can be derived from: helping their children, better understanding of their children's academic problems and achievements, and in showing the children how important school actually is.

3. Help potential students recognize their own need for ABE rather than actually telling them they should attend:

   a. provides a possible avenue to better employment
   b. use examples of others (names withheld) and how they succeeded
   c. prepares for any advance training in the future

d. usually increases self-confidence
e. provides opportunity to make new friends
f. assists in deciding what goal(s) they have in life
g. prepares for GED Test.

4. An adult-oriented approach to high school completion is offered. This includes an informal atmosphere, wearing comfortable clothing, allowing smoking and providing a coffee break. Tests and grades are not emphasized. Students attend class on a voluntary basis. They study at their own pace and are not competing with others in the class. The student chooses what he/she wants to study.

Implications: This is a person's second chance. There can be a danger in overselling the value of the High School Equivalency Certificate.

Topic: Insufficient Number Of Students To Hold Class

Possible Solutions: 1. Combine persons from several towns. Try to find a central location to reduce the amount of driving that is necessary.

2. Find one individual who is a real "fireball" in a community to recruit persons interested in attending a class.

Implications: Be very selective when choosing an instructor. In the rural area where the life style is such that everyone knows about everyone else, you must be sure that that person is acceptable. Just one successful, satisfied, enthusiastic student can generate a great deal of interest. The converse is also true.

Topic: Acknowledging A Lack Of Education

Possible Solutions:

1. Talk to groups in a rural community, rather than individuals, so no one person is singled out. Some are unaware that more education is or might be necessary.
2. Inform persons of classes in nearby towns.
3. Have enthusiastic, successful student relate ABE class experiences.

Implications: Rural community residents are very "protective". They are sometimes reluctant to admit that anyone in the community might be undereducated. There could be much embarrassment. A person thinks his neighbors have been fooled so no one knows that person is not a H.S. graduate.

Topic: Transportation And Babysitting

Possible Solutions:

1. Arrange for outreach workers to provide transportation.
2. Hold class in a convenient, central location.
3. Suggest students living in close proximity might want to form a car pool.
4. Help students form a babysitting pool where each would take a turn sitting.
5. See if Community Action Programs will provide babysitting. Relatives or friends might assist.

Implications: There are no easy answers to these problems. Although money from ABE funds could be used for these purposes, creativity in the involvement of other resources is necessary to find adequate long-range solutions.

URBAN RECRUITING PROBLEMS

Topic: Identifying And Making The Initial Contact With Persons Who Need ABE

Possible Solutions:

1. Blanket the area with mass information on the radio, TV, and newspapers.
2. Obtain lists of parents without high school diplomas from the local schools and send out an informational letter on ABE which includes days, times, location of classes; or send out a letter briefly telling about ABE and the name of the recruiter who will be contacting them in their neighborhood.
3. Agency referral is the best. Keep them up-to-date on your class schedules.

4. Offer "specialty" class (English as a Second Language). If this group has its own organization, contact the chairman and find out how many individuals would be interested in a class. Attend a minority church and get acquainted with the congregation. This is particularly effective if a few students are members.

5. See Rural Recruiting Section

Implications: In urban areas the mobility of persons is extremely high. Between the time you get an address and mail information to the individuals, often they have moved and left no forwarding address. It saves time when an "Address Return Requested" is stamped on envelopes if you are attempting to contact these people personally. Since many do not have telephones, mailings do help in locating them.

Topic: Establishing A Need For ABE

Possible Solutions:

1. The foreign speaking population learns to read, speak and write English. They also may prepare for the citizenship examination.
2. Point out the need for basic training because more employers are encouraging high school completion for advancement.
3. Most career training programs require high school completion.
4. Refer to items 2, 3 and 4 of Rural Recruiting Section.

Implications: These are positive approaches which will at least give potential recruits something to think about. Following up the initial conversation after a two week "thinking" period sometimes adds a new student to a class. Make arrangements for the recruiter to be at the class to greet the student when he arrives that first time.

Topic: Transportation And Babysitting

Possible Solutions:

1. Take materials to students having babysitter problems. This keeps them moving towards their goal and inspires them so that they really want to get back in the classroom.
2. Hold the class in a student's home.
3. In some areas, Social Services provide baby-sitters and transportation for their clients.
4. Refer to Rural Recruiting Section.

Implications: Contact agencies in your area to see what policies they have concerning transportation and babysitting. Keep in close communication with persons who are studying at home to encourage them to get back to class as soon as possible. Students may be hesitant to hold a class in their homes because of furnishings, space, facilities, etc.

Summary: Specific problems exist in both rural and urban recruiting; some procedures can be used interchangeably. The one problem which faces an ABE instructor no matter where the class is located is that of RETENTION. Recruitment and Retention cannot be separated. If we lose them we are right back recruiting again. Even though this section is devoted to types of recruitment problems and solutions, we should also be formulating solutions to retention. As soon as an individual enters the classroom, the instructor and coordinator should be prepared to work to retain that student.

STATEWIDE REFERRAL SYSTEM

STATEWIDE REFERRAL SYSTEM

Students attending a class in special facilities may wish to continue their education after leaving that facility and moving to another section of the state. The following institutions have Adult Basic Education classes to which a student may be referred. For detailed information, contact the Adult Basic Education Coordinator of the given school.

| | WHERE TO CONTACT |
|---|---|
| AREA I -- Calmar and Dubuque | Northeast Iowa Area Vocational-Technical School |
| Elkader Mental Health Institute | North Campus<br>Box 400<br>Calmar, Iowa 52132<br>Tel. 319-562-3268 |
| Winneshiek County Home | |
| Allamakee County Home | |
| Clayton County Home | South Campus<br>Dubuque Building<br>Dubuque, Iowa 52001<br>Tel. 319-556-5110 |
| Luster Heights Prison Camp | |

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AREA II -- Mason City

Handicap Village - Clear Lake

Floyd County Home

Cerro Gordo County Home

Hancock County Home

North Iowa Area Community College
500 College Drive
Mason City, Iowa 50401
Tel. 515-423-1264

AREA III -- Estherville and Emmetsburg

Emmet County Home

Dickinson County Home

Kossuth County Home

Emmetsburg Sheletered Workshop

Helping Hands Center - Burt

Handicapped Haven Activity Center - Spirit Lake

Clay County Activity Center

Iowa Lakes Community College
101½ North Sixth
Estherville, Iowa 51334
Tel. 712-362-7231

AREA IV -- Sheldon

Hope Haven Rock Valley

Sheltered Workshop - Sheldon

Northwest Iowa Vocational School
Highway 18, West
Sheldon, Iowa 51201
Tel. 712-324-2587

AREA V -- Fort Dodge, Webster City, Eagle Grove

Women's Reformatory - Rockwell City

Buena Vista County Home

Webster County Home

Vocational Rehabilitation Sheltered Workshop - Fort Dodge

Iowa Central Community College
330 Avenue M
Fort Dodge, Iowa 50501
Tel. 515-573-3991

AREA VI -- Marshalltown

State Training School For Boys - Eldora

Iowa Valley Community College District
22 West Main St., Box 536
Marshalltown, Iowa 50158
Tel. 515-752-4643

AREA VII -- Waterloo

Buchanan County Home

Blawk Hawk County Home

Bremer County Home

Mental Health Institute - Independence

River Hills for Retarded

Goodwill Industries

Black Hawk County Jail

Hawkeye Institute of Technology
224 Commercial
Waterloo, Iowa 50701
Tel. 319-234-5745

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| AREA IX -- Davenport, Clinton, Muscatine | Eastern Iowa Community College |
| Pine Knoll | Davenport Campus<br>617 Brady Street<br>Davenport, Iowa 52803<br>Tel. 319-324-3213 |
| Linwood Therapeutic | |
| Muscatine County Home | Muscatine Campus<br>152 Colorado Street<br>Muscatine, Iowa 52761<br>Tel. 319-263-8250 |
| Muscatine County Jail | |
| Muscatine County Sheltered Workshop | |
| AREA X -- Cedar Rapids | Kirkwood Community College<br>6301 Kirkwood Blvd., S.W.<br>Cedar Rapids, Iowa 52406<br>Tel. 319-398-5437 |
| Iowa State Men's Reformatory - Anamosa | |
| Johnson County Home | |
| Veteran's Hospital - Iowa City | |

AREA XI -- Ankeny and Boone

Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, Iowa 50021
Tel. 515-964-0651

Woodward State Hospital

County Homes - Story, Jasper

Goodwill Industries

Newton Riverview Release Center

AREA XII -- Sioux City

Western Iowa Tech
4647 Stone Avenue
Sioux City, Iowa 51106
Tel. 712-276-0380

Woodbury County Home

Goodwill Industries

Halfway House

West Central Sheltered Workshop - Denison

Crawford County Home

Cherokee Mental Health Institute

Plymouth County Work Activity Center

Plymouth County Home

AREA XIII -- Council Bluffs and Clarinda

Page County Home - Clarinda

Pottawattamie County Home

West Central Development Corporation - Dunlap

Iowa Western Community College
321 - 16th Avenue
Council Bluffs, Iowa 51501
Tel. 712-328-3831

AREA XIV -- Creston

Sheltered Workshop - Afton

Southwestern Community College
1501 Townline Street, Box 458
Creston, Iowa 50801
Tel. 515-782-7081

AREA XV -- Ottumwa and Centerville

Sheltered Workshops - Fairfield
Ottumwa, Chariton

County Homes

Indian Hills Community College
Ottumwa Industrial Airport
Ottumwa, Iowa 52501
Tel. 515-682-8081

AREA XVI -- Burlington and Keokuk

Iowa State Penitentiary -
Fort Madison

Mental Health Institute -
Mt. Pleasant

Southeastern Community College
Drawer F
West Burlington, Iowa 52655
Tel. 319-752-2731

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QUESTIONS FOR YOU

These questions were used by the Handbook Committee to elicit responses from the ABE Coordinators in Iowa. The responses were the basis for the information in the handbook. Here is our challenge -- How would YOU answer them?

1. How do you determine what your priorities are in recruiting the target population? (Not necessarily grade level).
2. What services do you have to offer?
3. How do you present those services?
4. What goals do you have? What goals do the students have?
5. What reasons do you give people as to why they should attend? What do you sell your program on?
6. Most ABE students have at some time experienced "bad" education. How do you approach those who have previously been "forced" to attend, but still need the service?

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7. What other groups are currently in contact with people in your target population? How do you use these groups? What can you do for the agency? What can they do for you?
8. What provisions do you have for taking care of student needs other than educational such as: babysitting, transportation, health?
9. What kind of people do you use in recruiting?